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ABSTRACT

This paper contains two scenario-type assignments for students in a university tests and measurements class as well as a collection of materials developed by actual students in response to these assignments. An opening explanation argues that education students, often nearing the end of their program when they take the tests and measurement course, may benefit most from being placed in the position of teacher and being asked to exercise professional judgment. The first scenario asks the student to imagine they have been hired to replace a teacher on extended leave to develop the foundation for teaching a unit of study. The student develops a Unit Table of Specifications and evaluation instruments. The second project has students develop a personal philosophy of grading through an exercise where they proceed as if they has been asked to chair a school committee on academic performance assessment. The assignment includes requires the student to consider school policies, third term grades, profiles of students, and project grading criteria. The appended student developed materials in response to these assignments are: (1) an instructional unit titled "La Familia," a grade 9, Spanish language unit on the Spanish-speaking family and family environment; (2) "Science at the Cemetery," a grades 6, 7, and 8 instructional unit; and (3) two grading philosophy statements, one in a descriptive format and one in the form of a letter to parents. (JB)

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ED 392 360

TEACHING ASSESSMENT OF CLASSROOM LEARNING:

Using Scenarios to Teach

Basic Tests and Measurement Concepts

by

H. Keith Cochran

The University of Alabama

November, 1995

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Prepared for presentation at the Annual Meeting

of the Mid-South Educational Research Association (MSERA) in

Biloxi, Mississippi

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Abstract

By the time most education students take a class in "Tests and Measurement" they are drawing near the completion of a college degree and have acquired an achieved identity status of who and what they want to be and teach. However, many are still reluctant to think of themselves as educators. Using scenarios that reflect concrete, real-life situations puts students in the position to think and act as if they are already teachers. Students report that when placed in the position of the teacher and required to exercise professional judgment in educational and assessment decisions, they gain confidence in their abilities as educators and a sense of mastery of the objectives for the class.

HANDOUT CONTENTS FOR USING SCENARIOS

Project #1

Developing a Unit Table of Specification (UTS)

Writing objectives.

Grading criteria for Project #1

Project #4

Developing a Personal Philosophy of Grading

Implementing a Philosophy of Grading with a set of student data

Grading criteria for Project #4

Student sample(s)

Project #1 / UTS and Objectives

You have recently been hired to replace a teacher who is on an extended leave due to illness. Select the grade level and subject area that you consider to be your ideal class and develop the foundation for teaching a single unit of study. Guidelines for developing the blueprint for teaching this unit are suggested below.

1. Individually, develop a web to illustrate your unit topic. Your main topic should be the center of your web. Subtopics will make up the branches of your web. Refer to the examples given in class or on file in the library if you need assistance.

2. In your groups, brainstorm other topics that might be included on your webs. If necessary, reorganize your web.

3. Individually, select those topics that you want to include in your unit. Rewrite your web. Be sure that you have a minimum of four content areas or subtopics.

4. Now that you have your web, you must determine if the information that you want to teach is mandated by the state curriculum guidelines to be taught at that particular grade level. In the Education Library, you will find the state curriculum mandates. Go to the library and look up the grade level you are proposing to teach the unit. Find out if the topic is taught at that grade level. Determine if there are certain skills that must be taught in relation to that topic. Write down what you find. You will use this information when you develop the rationale for your Unit Table of Specifications.

5. Make a copy of the unit worksheet page in your handbook (it will have Unit Title, Topic, Subtopics, etc. on it). Fill in the information on the unit worksheet.

6. In the Education Library, you will find texts and teachers' manuals for different subject areas. Look at some of the texts and manuals. Write down what you find. You will be looking for ideas on objectives, activities and resources. Gather more information than you need. It's always easier to trim down than to fluff up! While you are looking at this information, try to determine the approximate time frame for your unit.

7. Be sure that students work in all cognitive levels; i.e., you must have at least one assessment in each of the five cognitive levels, and you must have a total of nine (out of twelve objectives) above the recall level.

8. Be sure that you have at least ten paper and pencil assessments on your Unit Table of Specifications with a minimum of seven above recall, and all cognitive levels assessed. Write specific behavioral objectives for each PP on your UTS.

9. Be sure you have included at least two performance assessments on your Unit Table of Specifications, both above the recall level. Write specific behavioral objectives for each PA on your UTS.

10. Make certain that you have read the assigned chapters in your text. Also, make certain that you have read the information on achievement targets in your handbook. When you have completed this activity, you have the foundation for completing Projects 1 - 3. So, do your work thoroughly...the only changes that should be made to the Unit Table of Specifications or your objectives in the future should to be minimal, if any.

BER 450 Project #1 - Grading Criteria

Name: _____

Section Number: _____

Introduction

Topic (appropriateness)	_____ out of 1
Grade Level/Subject (appropriateness)	_____ out of 1
Estimated Time Frame (appropriateness)	_____ out of 1
Achievement Targets/Intended Outcomes	_____ out of 2
State Course of Study	_____ out of 1
Web/Concept Map	_____ out of 4

Unit Table of Specifications

Content Areas/Subtopics (minimum of 4)	_____ out of 4
Methods of Assessment [Cognitive Levels (Quellmaltz taxonomy) 9 above Recall Level with all cognitive levels represented] 10 PP (Paper Pencil Assessments) (7 above Recall Level with all levels represented) 2 PA (Performance Assessments) (both above Recall Level)	_____ out of 6

Objectives (Must match UTS)

Cognitive Level (Accurately specified for each objective)	_____ out of 12
Objective Components (Behavior, Condition, and Criteria accurately specified worth 0.5 points each)	_____ out of 18

TOTAL PROJECT #1	_____ out of 50

The Unit Table of Specifications (UTS) is designed to drive projects 2 and 3. Minor changes may be made to desired behavioral outcomes, including levels and content, only when the UTS is resubmitted in the portfolio at the end of the course. Each of the projects for this course take a long time to grade and will be returned as soon as possible. Please be patient.

Project #4 / Grading

You are a first-year teacher in a new school that emphasizes a team-approach to making decisions about students' academic performance. This is the first time you are deciding grades of students in the 12th grade and creating their annual report cards. The principal has asked you to chair the committee on "Fair and Objective Assessment of Academic Performance." You are to assist other teachers (who were not as fortunate as you in having taken a course in "Tests and Measurements") in the objective and current assessment practices. Before the committee meets and you begin to assign grades, you review your personal philosophy of grading that you wrote when you were a student in "Tests and Measurements" and rewrite or revise it in light of your current understanding of appropriate grading practices.

Although anxious that you are responsible for setting a positive precedent, you feel confident because you have adequate academic preparation. You have the report cards with scores from different measures, and informal assessment information from your personal notes on each student. With all this information, determine a fair, reasonable, and objective grade (numerical and letter grade) for each student using your grading model. After assigning the final semester grade, calculate measures of central tendency and variability and plot them on a frequency polygon. Write an explanation for each student of how you determined the grade you assigned them. Incompletes are not an option.

SCHOOL POLICY

1. Excused Absence: The student will be given an opportunity to make up missed work.

2. Unexcused Absence: The student will be assigned a zero for missed work during an unexcused absence.

3. Suspension: All work missed during suspension will be considered as an unexcused absence.

4. Cheating: If a student is found to be violating the academic misconduct policy, their work will be assigned a score of zero.

THIRD TERM GRADES

NAME	Q1	Q2	Q3	Q4	Q5	P1	P2	P3
Barton, Yuki	06	06	08	08	09	08	08	09
Cironos, Jesus	09	10	09	X	X	10	06	X
Deal, Whitney	07	06	07	06	UX	09	10	10
Everett, Chaddick	10	10	10	06	05	10	10	06
Jackson, Bubba	05	06	05	07	07	05	06	05
King, Brandi	06	05	06	UX	UX	07	06	06
Leeds, Bobby	10	09	09	10	10	10	10	09
Martin, Julie	09	09	08	09	09	10	07	08
Stoffer, Catherine	05	06	06	06	07	09	09	07
Smiley, Manolo	07	07	06	08	10	08	07	08
POSSIBLE:	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**

NAME	P4	PF	XC	CP	T1	T2	T3	TF
Barton, Yuki	10	08	08	04	76	81	85	88
Cironos, Jesus	06	07	06	07	98	97	77	78
Deal, Whitney	07	08	07	05	64	75	76	76
Everett, Chaddick	09	09	10	09	98	79	84	86
Jackson, Bubba	07	06	03	04	79	81	X	64
King, Brandi	08	05	08	05	79	76	80	82
Leeds, Bobby	10	10	09	06	94	97	95	94
Martin, Julie	09	10	08	04	92	96	91	93
Stoffer, Catherine	08	09	03	01	83	85	85	82
Smiley, Manolo	10	07	09	05	80	82	91	93
POSSIBLE:	**10**	**10**	**10**	**10**	**100**	**100**	**100**	**100**

NAME	TERM 1	TERM 2	TERM 3	SEM FINAL	GRADE
Barton, Yuki	67	75		72	
Cironos, Jesus	96	86		62	
Deal, Whitney	63	60		66	
Everett, Chaddick	98	92		78	
Jackson, Bubba	65	73		S	
King, Brandi	X	76		78	
Leeds, Bobby	95	98		97	
Martin, Julie	94	96		84	
Stoffer, Catherine	80	82		84	
Smiley, Manolo	82	80		85	

Q = Quiz
P = Performance Assessment
PF = Performance Assessment Final
XC = Extra Credit
CP = Class Participation
T = Paper Pencil Test
TF = Paper Pencil Final Exam

X = Excused Absence
UX = Unexcused Absence
S = Suspended

Informal Assessment Notes on Students

1. **Barton, Yuki:** This is Yuki's second year in the United States. He came from Tokyo when his mother remarried a Navy officer two years ago. He is enrolled in ESL and is making remarkable progress in English.

2. **Cironos, Jesus:** Jesus is a dedicated student and enjoys school. Unfortunately, he has been diagnosed with leukemia, and appears to be losing interest in school work. He admitted to you that he is worried about his future and also his grades.

3. **Deal, Whitney:** Whitney is a person who enjoys social life, so much that school is not important to her. Although she does not admit this explicitly, her apathy to her school work provides implicit evidence to this hypothesis. She parties almost everyday, since her Dad works out of town and her Mon works two jobs, she has the house to herself. Consequently, she is always tired in class.

4. **Everett, Chad:** Chad loves school, he wants to be a doctor. However, his father who is the president of a bank has been accused of appropriating bank funds for personal use. Everyone in the family is shocked. Chad is brokenhearted and thinks his future is doomed.

5. **Jackson, Bubba:** Bubba considers school a waste of time. He is in school because his wealthy father threatened him to cut his name out of the will if he did not go to school. So, Bubba is in class for a different reason. You have found him to share his thoughts with his fellow classmates. In fact, you suspect that Chad may have been influenced by him.

6. **King, Brandi:** Brandi is a hard working student. Her mother thinks she has attention problems and only recently shared this with you. You have also made similar comments on the anecdotal records. However, you decide that this is the time you want to make necessary referrals/recommendations.

7. **Leeds, Bobby:** Bobby is a highly motivated and bright student. He loves school and sports. He is aspiring to be a research scientist at NASA.

8. **Martin, Julie:** Julie is wondering why there is such a thing as divorce. She sees her parents as a perfect couple and now they are in the middle of a nasty law suit. In fact, her wealthy father is trying to obtain custody over her and this is making Julie extremely upset.

9. **Stoffer, Catherine:** This is Catherine's first year in the United States. Her parents had to move to Tuscaloosa to train workers for the Mercedez-Benz plant. Catherine resents the fact that she had to leave Germany to come to a country where she has no friends and can barely speak the language. In fact, she is so frustrated she wants to go back home.

10. **Smiley, Manolo:** Manolo is a very sociable person. He moved to the United States last year when he was adopted by a famous retired football player that you admire. Manolo tries very hard to do well in school, but misses his home country and his grandparents who had taken care of him since he lost his parents.

BER 450 PROJECT #4 - Grading Criteria

Name:_____

Section Number:_____

Personal Grading Philosophy (10 points)

Grading Model _____ out of 2
- Criterion or Norm Referenced
- Advantages/Disadvantages

Elements of Performance Incorporated _____ out of 2
- Paper-pencil Tests
- Performance Assessment
- Informal-Personal Communication

Components incorporated in grade specified _____ out of 2
(E.g., Achievement, participation, behavior, effort, etc.)

Calculable scale and meaning of letter grades _____ out of 2
- How components and elements of a grade will be combined or weighted
- How grades will be distributed

Provision for special circumstances _____ out of 2
(E.g., sickness, borderline cases, etc.)

Assignment of grades (10 points)

Evaluation of grade assignments will be will be based upon accuracy, acceptability of procedures employed, and match to personal grading philosophy

Term 3 grade _____ out of 5

Semester grade _____ out of 5

Rationale for grades of students with special circumstances _____ out of 10

TOTAL FOR PROJECT #4 _____ out of 30

Each of the projects for this course take a long time to grade and will be returned as soon as possible. Please be patient.

Student Samples

Permission to use the following student samples for instructional purposes has been acquire by H. Keith Cochran. Permission forms and signatures are on file.

La Familia

The Family

Unit Table of Specifications

Michelle K. Simental
BER-450
September 27, 1994

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Michelle K. Simental

Content	Cognitive Levels				
Subtopics	Recall	Analysis	Comparison	Inference	Evaluation
Names of Family Members	PP	PP			
greetings and Welcomes				PA	
Extending Invitations		PP			
Description of Family Members, People, and Relationships			PP	PP	
Talking About Age			PP		
Asking Opinions				PP	
Paying Compliments				PP	
The Home Physically	PP				PA
The Home Culturally					PP

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Unit Title: La familia (The Family)

Topic: The Spanish-speaking family and the family environment (i.e. the home, family relationships, and socializing in the home).

Grade/Subject: Grade 9, Spanish I

Estimated Time Frame: 2-3 weeks

Rationale:
Knowledge-Students will possess basic Spanish knowledge of family members and the home.
Thinking-Students will possess appropriate vocabulary and skills to structure sentences/phrases describing family relationships.
Behaviors-Students will respond appropriately (verbally and physically) in role playing situations related to home visits (opinions, compliments, description, greetings, etc.)
Products-Students will create a Spanish family tree corresponding to their families accompanied by descriptions of these family relationships.
Affect-Students will gain knowledge of the Hispanic family in order to develop an open-minded, stereotype free understanding of the Hispanic family.

Subtopics:
1. Names of Family Members
2. Greetings/Welcomes(Tener, Querer, Venir, Greeting Phrases)
3. Extending Invitations(Querer, Invitation Phrases)
4. Description of People and Family Relationships(Ser, Descriptive Adjectives, Related Vocabulary)
5. Talking about Age(Tener, Possessive Adjectives, Numbers)
6. Asking Opinions(Possessive Adjectives, Related Vocabulary)
7. Paying Compliments(Formation of Exclamations)
8. The Hispanic Home Physically(Vocabulary of Home, Culture, Prepositions of Location, Possessive Adjectives, Definite Articles)
9. The Hispanic Home Culturally(Culture, Surnames, Vocabulary)

Objectives:

Subtopic 1-Given a list of family members in English, students will list each Spanish equivalent with 100% accuracy. Recall PP.

Having studied family titles and descriptive adjective in Spanish, students will evaluate their own families and write a short paragraph about their family in Spanish. Paragraph should include at least five family member titles, five adjectives, and exhibit adjective agreement with 100% accuracy. Evaluation PP.

Subtopic 2-Having studied standard greetings and welcomes, pairs of students will create a role playing situation and present it to the class. Each presentation must have a minimum of six greetings/welcomes in appropriate settings and be presented in an organized and clear fashion. Inference PA

Subtopic 3-Given an invitation situation and a list of possible answers, students will sort given answers based on information given in the paragraph with 100% accuracy. Analysis PP.

Subtopic 4-Given a series of drawings, students will utilize descriptive adjectives to differentiate between each description of a family member with 100% accuracy. Comparison PP.

Given a short paragraph and related blank filled sentences, students will apply related knowledge given in the paragraph to complete the blank in the sentences related to descriptions of a family member with 100% accuracy. Inference PP

Subtopic 5-Given a family tree diagram, students will relate information from the diagram to answer questions talking about age, utilizing possessive adjectives and numbers with 100% accuracy.
Comparison PP.

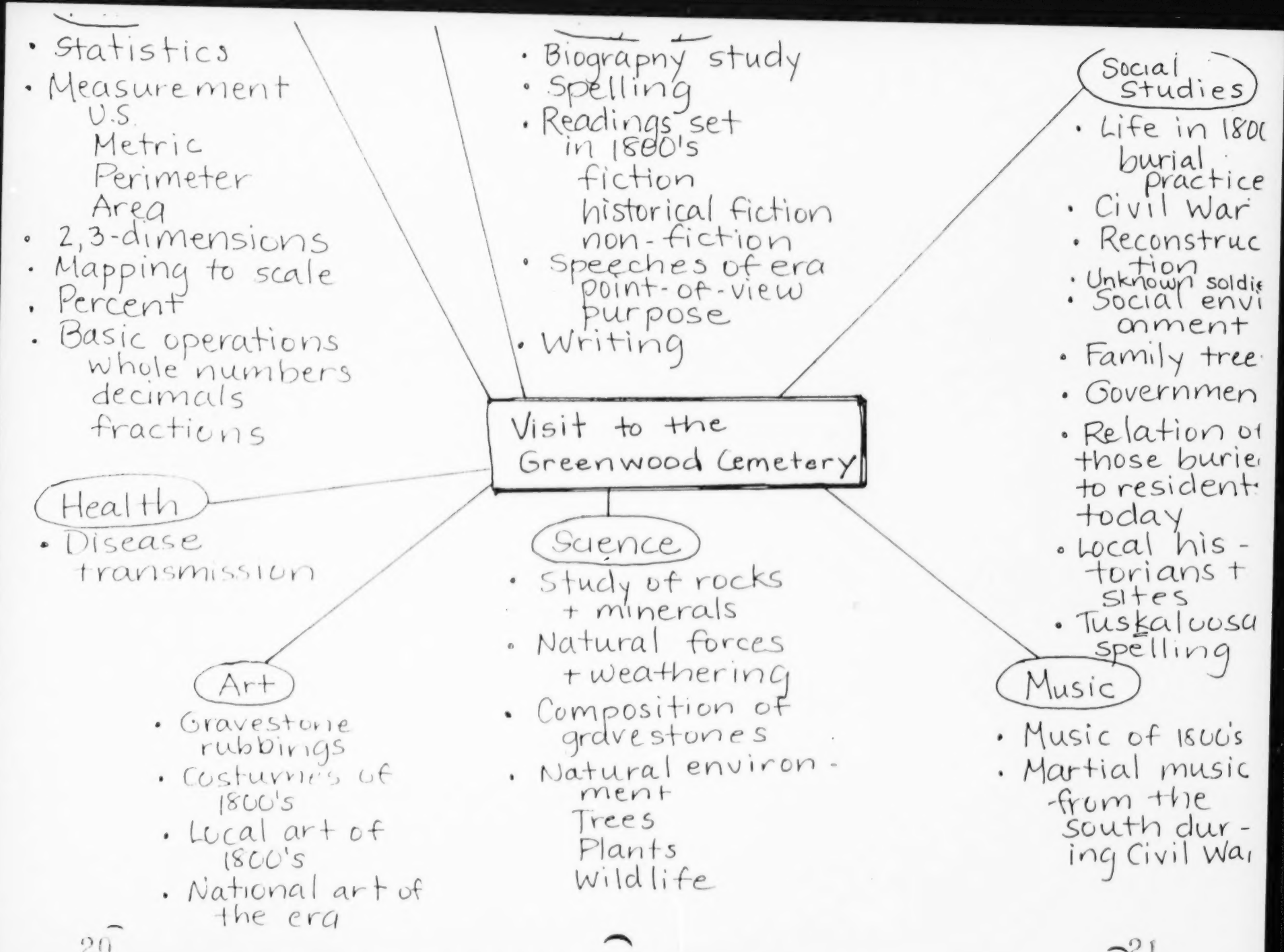
Subtopic 6-Given a question related to a given stem or phrase containing an opinion prompt, students will deduce each appropriate response related to giving opinions utilizing possessive adjectives and related vocabulary with 100% accuracy. Inference PP.

Subtopic 7-Given a series of related nouns and adjectives, students will apply rules of exclamation formation to form a sentence for each given set of related nouns and adjectives with 100% accuracy. Inference Level PP

Subtopic 8-Given a diagram of a home appropriately illustrated, students will label each room with its Spanish name with 100% accuracy.
Recall PP.

Having studied the home, vocabulary related to the home, prepositions of location, possessive adjectives and definite articles, students will assess their own homes and write a paragraph in Spanish describing their home. Each paragraph must have at least four room names and correctly use possessive adjectives, and definite articles with 100% accuracy.
Evaluation PP.

Subtopic 9-Given a cultural characteristic statement related to the American or Hispanic home life, students will evaluate each statement and judge whether the statement describes an Hispanic or American home situation with 100% accuracy. Evaluation PP.


Visit to the Greenwood Cemetery
Statistics
Measurement
U.S.
Metric
Perimeter
Area
2,3-dimensions
Mapping to scale
Percent
Basic operations
whole numbers
decimals
fractions
Biography study
Spelling
Readings set in 1800's
fiction
historical fiction
non-fiction
Speeches of era
point-of-view
purpose
Writing
Social Studies
Life in 180
burial practice
Civil War
Reconstruc tion
Unknown soldi
Social envi onment
Family tree
Governmen
Relation o those buried to resident today
Local his - torians + sites
Tuskaloosa spelling
Health
Disease transmission
Art
Gravestone rubbings
Costumes of 1800's
Local art of 1800's
National art of the era
Science
Study of rocks + minerals
Natural forces + weathering
Composition of gravestones
Natural environ - ment
Trees
Plants
Wildlife
Music
Music of 1800's
Martial music from the south during Civil Wa

TOPIC: SCIENCE AT THE CEMETARY
GRADE LEVELS: 6-7-8
TIME FRAME: 3 WEEKS

SUBTOPIC: ROCKS AND MINERALS

I. Minerals

A. Definition

B. Where Found

C. How Formed

D. Characteristics

1. Luster

a. Definition

b. Vocabulary

c. Examples

d. Classifications

2. Streak

a. Definition

b. Vocabulary

c. Examples

d. Classifications

3. Color

a. Vocabulary

b. Examples

c. Classifications

4. Hardness

b. Characteristics

c. Formation

(1) Intrusive

(2) Extrusive

2. Metamorphic

a. Definition

b. Characteristics

c. Formation

3. Sedimentary

a. Definition

b. Characteristics

c. Formation

IV. Use to Humans

A. As tools

B. As building materials

C. As monuments

1. Identification of cemetary rocks and minerals

2. Conditions of stones

3. Effects of weathering

D. As adornments

E. In science and medicine

Barbara Shapiro BER 450/550
Project 4, Grading Philosophy

Formal grading is not done at The Capitol School. Instead there is portfolio assessment, composed of samples of children's work and a videotape of learning experiences filmed at the beginning and end of the year. This is a new system for me. Even though I was given a great deal of freedom in my previous schools, we always had to report grades.

I feel that one of my primary purposes as a teacher is to help children become independent learners. This involves becoming intrinsically motivated. Goal setting is one of the skills I emphasize with my students. At the beginning of the year, I asked them what academic skills they would like to improve. This is an extremely difficult question for many students, since they have never thought about the purpose of schooling as being any more than obtaining grades. Those who attended The Capitol School last year had an easier time answering this question, however most of their responses included improving spelling and handwriting.

Most work is done in the form of projects. The students are given a broad area (the Civil War) and they choose what aspect to highlight. After finishing their work, they present it to the group. They generally choose the format of their presentations. They are evaluated by the group and teachers according to criteria that the group selected, sometime with teacher input. They are also asked to do a self-evaluation, which asks them what they liked about their projects and what they think they could improve next time.

Communication of progress to parents is through reports. One student, new this year to The Capitol School, asked why we didn't give report cards. One of the veterans told him, "You'll wish they did!" All who had been through this before agreed that progress reports were worse than report cards because what was discussed was true about you and there was no one to blame but yourself. Although I try to stress the positive about each child, I think it's important to be honest, without being cruel. In the report, I summarize the work we covered during the 9-week period. I asked the students to read this and to evaluate themselves. I typed their comments (with no corrections) above mine. The following is a sample of the first report after 9 weeks of school.

Language Arts: There were several strands which developed during this period. Spelling: Four spelling lists have been developed, both from the children's work and from words related to science/social studies work. Tests involve using the words correctly, identifying bases, prefixes and suffixes, and using them as literary devices (we have studied simile, metaphor, and alliteration). Writing and reading have been informal, self-directed activities. There were two written book reports and one creative presentation made. We worked on characterization

techniques, including using synonyms and identifying direct and indirect characterization. The reading and production of a biography incorporated the characterization study and tied into the social studies theme of Civil War times. We also began to look at persuasive language, which will be used in writing a speech, to be presented orally.

(student): Spelling: I need to work on studying my spelling words more. I also need work on keeping my challenge words apart from the regular words. i did real well on remembering to write sentenses for the spelling words. I also did well looking up the meanings for the ones I did not know. Reports: I did a real well oral/visual. Although I could have done better if I had not waited till a week before to start working on it. I need to work a little faster in order to get more done.

Ms. S: (Student) has grown more comfortable at The Capitol School, and (student's) work is showing this. (Student) is thoughtful and perceptive and unafraid to express opinions. Student has worked hard at structuring self within the class. Student is generally turning things in on time and is spending class time wisely. Student's oral presentation of Jacob Have I Loved showed a lot of preparation for the diorama. Student also reported on Where the Lilies Bloom. Student's biography on Sallie Anne Swoope was imaginative and well-planned. Student incorporated historical facts with a clever story. I would like to work more with student on organization skills, both in the physical sense (the cubby) and in the way student thinks about presentations.
Spelling ranges from 77-90%

Science: Using the Greenwood Cemetery as our theme, we studied rock and mineral composition and identification. We made geodes, filled with solutions of salt and sugar. We studied physical and chemical weathering and returned to the cemetery to find examples of each and to identify gravestones. Much of Dr. Rule's enrichment class focused on these themes. Our visit to DeSoto Caverns reinforced this work, and introduced limestone formations, life forms, and conditions necessary for this development to occur. We began our own stalactite/stalagmite growth. The steps of the scientific process have been reviewed and emphasized.

Student: I fill I paid attention real well when we were doing geods. The only problem is I don't know which one is mine. When we went to Green Wood Cemetery I did well on finding 10 (ten) names of defferent people. I wish I had been neater. I felt as though I learned a lot at Desoto Caverns. It was a great learning experience.

Ms. S: Student is enthusiastic in the approach to our projects and enjoys the work, whether it is observing gravestones or creating dramatic presentations of rock formations.

The first 9-weeks contained similar goals for all students. I am starting to individualize my expectations for them, and the next report will reflect this. There are two students who are incapable of working with the rest of the group. They are being directed into projects which reflect areas of interest, with a presentation for the group as a product. They are signing contracts which outlines their work for the period. I would eventually like to move to a contractual situation for all students, with more emphasis on individualization.

MISS JAMI ZINDARS
Elementary school teacher
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Marietta, Ga. 30067

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Dear Parents,

Many of you may have questions about your child's grades and how they are determined. Below I have constructed a question/answer sheet of my personal grading model. I have composed questions that I thought you might have and have tried to answer them to the best of my ability. I hope you will find this statement of my grading model helpful. If you have any questions or need further clarification, please feel free to contact me. Thank You.

Miss Zindars's Grading Model

What type of grading model do you use?

There are two basic ways to grade. One way is to compare a student's score with a pre-established measure to determine what proportion of the material the student learned. This is called criterion-referenced grading. It is also known as grading in terms of an absolute standard.

The other way is to compare a student's grade with all of the other student's grades over the same material. This ranks the students. It is called norm-referenced grading. It is also known as grading comparatively.

Personally, I choose to rely on absolute grades, (criterion-referenced grading). This way of grading measures the student to how much material he/she learned rather than measuring the student to another student. I believe most students are at different learning levels, therefore it is not fair to use a rank order.

What exactly is my child graded on?

All children's learning styles are different. Some children can learn by simply listening, while others need a visual aide. Some children must have hands-on experience and come to their own conclusions, while others would much rather be given step-by-step directives. Because of this, I use many different types of tests and assessments to grade. These include paper-pencil tests,(actually a written test on paper), performance assessments,(these may be projects, reports, oral presentations, etc.), and informal-personal communication, (just talking to the student to see what he/she has mastered).

What other components besides academics is my child graded on?

There are other factors that must be incorporated into a grade to arrive at a final grade. These include participation, behavior, effort, and attendance. Usually, these grades do not hurt the student's overall grade. Although, there has been a few cases when these grades may have had a negative impact on the student's overall grade. I am very lenient in assigning grades in these categories; the student always gets the benefit of the doubt. The grade is given at the time of the grading period according to written comments and notes I have kept on the student's behavior, participation, and effort. I also refer to my attendance book when assigning these grades. Mostly, these grades can only help a student's overall average. My goal in grading these components is to maintain consistency and to remain unbiased.

What does each letter grade mean?

The school policy for grades are as follows:

90 - 100 = A (way above average; exceptional)
89 - 80 = B (above average)
79 - 70 = C (average)
69 - 60 = D (below average)
59 - 0 = F (way below average; failing)

Each test, performance assessment, informal communication, behavior, attendance, etc. receives a percentage or simply, a letter grade. Some are weighted more than others.

My present model is:

Tests = 40% of the final grade
Performance assessments = 30% of the final grade
Informal communication = 20% of the final grade
Participation, behavior, effort, and attendance = 10% of the final grade

TOTAL = 100%

What about special circumstances?

Sometimes there are special considerations to be taken into account. These may include, but are not limited to: personal and/or family problems, relocation from another state/country, sickness, death in the family, etc. Again my main goal in grading is consistency and to remain unbiased. BUT, we are all human beings. Sometimes occurrences take place in our lives and we have no control over them. I consider myself to be a good, fair, and just human being and I take all students personal situations into account.

What about borderline cases?

Sometimes a student may come up with a final grade of 89.5%. In this case, the students grade would be rounded up to a 90%, therefore receiving an A instead of a B. To maintain consistency, my rule is this: only when it is .5 or above does the grade get rounded up. A grade can never be rounded down. This rule is subject to change due to special circumstances as mentioned above.

I am looking forward to meeting each of you, and again, please feel free to call me if you have any questions or concerns.

Jami Zindars

THIRD TERM GRADES

Abrahams, Sarah **86%**

No special circumstances. Tests = 60% of final grade, homework = 30% of final grade, essay, participation, and behavior = 10% of final grade.

Barton, Yuki **73%**

Because Yuki is from another country, and his mother may not speak English, he may not get much help at home doing homework or studying for tests. His ESL teacher reports remarkable progress. I altered Yuki's percentages to be: Tests = 50% of final grade, homework = 20% of final grade, essay, participation, and behavior = 30% of final grade. On his essay he received a 100% and his class behavior was outstanding. Yuki definitely shows effort and improvement.

Cironos, Jesus **69%**

No special circumstances. Tests = 60% of final grade, homework = 30% of final grade, essay, participation, and behavior = 10% of final grade.

Deal, Whitney **86%**

Whitney has undergone extreme stress. Her class behavior and participation grades reflect this stress. They are extremely low. Because of what she has been through I decided to discount these grades. Therefore, her tests = 50% of the final grade and her homework = 50% of the final grade.

Everett, Chaddick **80%**

Playing on the football team is important to Chad. His Dad says he must maintain a "B" average in order to play. He has an unexcused absence for 1 test. Instead of giving him a zero, I will let him make up the test late. I am giving him